DOCUMENT RESUME

ED 210 068 JC 810 639

AUTHOR Charles, Richard F.
TITLE The De Anza Model: A Philosophy of Special Education. Position Paper.
PUB DATE 8 Nov 81
NOTE 9p.; Paper presented at the Meeting of the California Community and Junior College Association Commission on the Handicapped (San Diego, CA, November 8, 1981).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Accessibility (for Disabled); Community Colleges; *Disabilities; Financial Support; Older Adults; Physical Disabilities; Program Administration; Program Descriptions; *Special Education; *Student Personnel Services; Two Year Colleges; *Two Year College Students

ABSTRACT

The handicapped student services model described in this paper provides students at De Anza College with a full, balanced range of services and instruction. After an introductory section, the paper describes the strategic planning process and identifies the three strategic decisions that influenced the development of De Anza's handicapped services program: (1) to provide a full range of services and programs; (2) to maintain a balance between service and instruction; and (3) to establish a Special Education Segment of the college. The next section enumerates the student needs addressed by De Anza's program. Next, the paper mentions some of the special aspects of the handicapped program, including the physical and psychological accessibility of the services and instruction and the special classes and services offered. After the paper examines the program's income formula, which provides flexibility and self-sufficiency by relying as much as possible on regular average daily attendance income, it lists areas in which De Anza provides special instruction. The next section begins by identifying the advantages of the Special Education Segment being one of De Anza's four major units and continues by describing the six components of De Anza's program: Physically Limited Services, Adaptive Remedial Physical Education, Educational Diagnosis Clinic, Hope-De Anza for developmentally disabled students, Adaptive Geriatric Education Program, and the Physiology Lab. In conclusion, the paper reviews the elements critical to the program's success. (AYC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED210068

THE DE ANZA MODEL
A
PHILOSOPHY OF SPECIAL EDUCATION
POSITION PAPER

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Richard F. Charles

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

JC 810639

presented by

Dr. Richard F. Charles

At California Community and
Junior College Association Commission
on the Handicapped
November 8, 1981
4:00 P.M.
Town & Country Hotel
San Diego, California

INTRODUCTION

There are three discrete phases to any educational system that are critical for success in providing quality instruction and services to students. First, preparation. This is the phase in which planning for the delivery of educational services and programs takes place. It is important to know if programs and services have been properly conceptualized, if objectives are reasonable and valid, if regulations and applicable guidelines and policies have been considered, and if resources, environmental and institutional, are such to provide continuity and program permanence. Second, process. This is the means by which educational services and programs are delivered. The effectiveness of the actual delivery system will, in the long run be the most effective factor in program relevance. Third, product. The product is the outcome or result of the educational process or activity. The product is a direct result of all the educational planning, preparation and delivery of program services going on.

Program excellence depends upon a number of factors and is closely tied into meeting internal and external systems of measurement. Most internal staff evaluations, either positive or negative, depend upon perceived program goals. How staff are achieving these goals and objectives depend on all the many inhibiting variables that impact on product and deliver. To expect everyone to agree upon a common delivery system as well as product is not possible or advisable.

The De Anza handicapped student services model is "well-known" and there has been a great deal of internal as well as external discussion regarding the merits of the program. This position paper will attempt to discuss the philosophical and practical reasons behind program development and the particular view of one special educational model.

STRATEGIC PLANNING

The pertinent question is not how to do things right but how to find the right things to do, and how to concentrate resources and efforts on them.

-- Peter Drucher

Planning is the conscious process by which an organization marshalls its forces to make goals and objectives into reality. At De Anza a great deal of initial attention was paid to procedures and operational planning in establishing educational programs and services for the disabled. Strategic planning makes three basic assumptions. The first assumption is that the future will be different. Good strategic planning will prevent a program from becoming totally rigid in terms of program development. A second assumption is that strategic planning is dynamic, not static, and requires decisions - now. It imposes risks - now. It demands allocation of resources - now. A third assumption is that good planning is not an attempt to eliminate risks but rather to take the right risks.

The decision to begin instituting programs and services for the disabled formed a part of the college's published masterplans, was approved in principle and spirit by the board and developed as a concerted effort beginning in 1973 as an integral part of the total college mission. Many strategic decisions were made early on that have influenced the unique quantity and quality of services and programs offered:

* The decision to provide a full-range of services and programs.

* The decision to maintain a balance between service and instruction.

* The decision to establish a Special Education Segment within the college.

FULL-SERVICE PROGRAM

Many handicapped programs statewide have conscientiously been kept small by local HSP&S staff. The reasons for this seem to be (1) staff merely facilitate the absorption of the disabled into the mainstream, and (2) they serve the disabled by brokering college services and programs. Other colleges have seen their roll as providing special classes and programs for those students unable to succeed in the regular classroom or college environment. At De Anza every attempt has been made to meet a broad based series of student needs including:

* The psychological and physical accessibility of the disabled to the collegiate community and the campus.

* The various support service needs of those students who cannot obtain services in traditional settings.

* The need to provide special services for mainstream staff working with disabled students.

* The need to make local and campus communities aware of our services and programs as well as making local disabled students aware of the opportunities available to them through the program.

* The need to integrate the student into the mainstream of the college community and/or the economic and social arenas of the community.

History has proven that the majority of disabled students most benefit from a program that is multi-dimensional. Access and success by and for disabled students happens most often when the specific needs of disabled individuals rather than disabled classifications are addressed. The De Anza Program provides as wide a variety of services and instruction as exists within the 105 community colleges in California:

* Campus accessibility - a flat campus, with ramps, power doors, elevators, adapted showers and lavatory facilities, hydraulic chairs to adapt those in wheelchairs to the library as well as other sites, brailled classrooms, etc.

* Psychological accessibility - the commitment of all staff to make all educational programs, services and activities available to disabled persons.

* Special services - the college's commitment in providing transportaion, interpreting, readers, tutoring, avocational activities and advisement are of the highest quality.

* Special classes - no other community college in the state provides the depth of special classes geared to providing adaptive educational opportunities.

Experience again has taught us that disabled students require more than one of the above services for successful mainstreaming.

A BALANCED PROGRAM

At De Anza the decision was made early on to support as much of the program as possible on ADA. This philosophy has resulted in the average yearly generation of over $850,000 in regular average daily

attendance in income. This ADA generation in special classes is a tremendous source of pride and provides the program with a sense of permanence in the event that special apportionments of AB77 dollars would dwindle or cease supporting the program in the future. Special instruction at De Anza includes:

* Adaptive remedial physical education is tailored to meet the specific needs of the disabled to develop and maintain physical functioning.

* Wheel chair athletics.

* Classes run through the Physically Limited Program whic encourage independence, teach independence skills and develope confidence.

* Diagnostic testing and small group instruction with the learning disabled to prepare the way for academic mainstreaming.

* Classes for the aged disabled which maintain their mental alertness and enhance their physical well-being.

* Classes of pre-vocational and vocational training with the aged disabled and the developmentally disabled which result in dignity through career placement.

Special classes and services each comprise approximately 50% of the total dollars spent in the program. Special Education instructors are among the most qualified and accomplished special educators in their respective fields. Many possess the doctoral degree while over 90% have obtained the master's degree or its equivalent. The educational experience gained by students in special classes is as rigorous and challenging as any in the mainstreamed curriculum. Special classes allow De Anza College to serve many of the more severely disabled or multi-disabled who would otherwise be left unserved in the community. Most classes are designed to meet needs that are otherwise unmet in traditional mainstreamed classes.

SPECIAL PROGRAMS SEGMENT

Since 1975 De Anza has had a Special Programs Segment which has comprised one of the four major instructional segments of the college. As a result of this strategic decision:

* Handicapped student services and programs, on campus, are in an equity position with other traditional standard divisions such as behavioral science, math and science, and humanities.

* Handicapped student services and programs are part of a campus-wide productivity model which require equal treatment

with other segments during times of budget crunch or when more money comes into the system.

* Faculty and classified staff in Special Programs are viewed on equal footing in terms of their employee rights. Special Programs faculty obtain tenure and there is a sense of permanence and professional commitment to staff.

* The Dean of Special Programs is the major budgeteer for the program. Decisions on utilization of AB77 monies are made at the most appropriate level. De Anza is a decentralized organizational structure. Daily programmatic decision making is accomplished at the program level and as a result program level staff have access to decision making and decision makers.

While there are many organizational patterns that can sucessfully serve the needs of students, De Anza has adopted a consolidated model which allows for constant interaction between the components:

* Physically Limited Services. While there are many organizational patterns that can successfully service the needs of even a very large student population, the one that has evolved at De Anza and seems to meet the students' needs is a five-program system. The hub of these is the Physically Limited Services Program. The twelve full-time and many part-time staff endeavor to provide disabled students with a wide variety of services: a voluntary separate registration process, mobility training; oral communication; classes focusing on the development of independent living skills; a course in wheelchair repair; guidance and career assessment coursework for the physically handicapped, deaf, and blind; interpreter services; counselors for the hearing-impaired; readers for the blind; academic and personal counseling; career counseling; and a wide range of assistive devices. These include items such as Teletypewriter (TTY) for the deaf, loaner wheelchairs, an opticon, and brailling services. Also included in Physically Limited Services is transportation. These vans, several of which have lifts, provide transportation from home to school and back for those students who, because of their physical limitations, are unable to travel by more conventional means. An extension of this program, which also epitomizes the college's attitude toward the disabled student, is the provision for driver training in a school-owned vehical equipped for this purpose. This effort to help the disabled students attain the highest possible level of independence is consistent with the prevailing feeling that this is what the disabled themselves desire.

* Adaptive Remedial Physical Education. A second major area is the corrective Physical Education program, which provides adaptive physical education courses to enable students who might be unable to enroll in regular physical education courses to participate in an active exercise program. Staffed by five full-time adaptive physical education instructors, the program offers swimming in the college's olympic-sized pool, wheelchair basketball, trap shooting, bowling, individualized exercise plans, gait training, and other courses. This combination of athletics and physical education affords students an opportunity to engage in competitive sports as well as to carry out an individualized program designed to help them attain a greater level of muscular and health activity. Here, as in all the special courses provided by the college, students have the option of enrolling in these courses or in the regular coursework provided by the college. No effort is made to segregate the handicapped into special classes.

* Educational Diagnostic Clinic. The Educational Diagnostic Clinic has grown from serving about thirteen learning disabled students in 1973 to over 300 each term. Focusing on the diagnostic process as a tool in the prescriptive planning of a remedial program for the adult learning disabled, the eight faculty in this program concentrate on individualized and small group classwork. Instruction and testing takes place also in the evening. Differentiating between students who, for some reason, have not learned the reading, writing, computational, or verbal skills commensurate with their abilities and students who are experiencing an inability to perform at an expected grade level because of a neurological problem, the diagnostic staff works to effectively refer the non-learning disabled but slower achieving students to other learning resource services and programs on campus.

* Hope-De Anza. This is a program specially designed to serve the developmentally disabled, in which the emphasis is on providing a comprehensive prevocational and vocational service for qualified students. The Hope-De Anza model proves how successful cooperative ventures between the public and private sector can be.

* Adaptive Geriatric Education Program. The fifth program, the Adaptive Geriatric Education program, provides a broad and integrated program of educational services that focuses on the needs of the institutionalized aged and retirement residents in the population. Emphasizing mental and physical health as well as enrichment experiences, this program has been received enthusiastically by the convalescent and retirement home residents.

* Physiology Lab. Augmenting these programs is a physiology lab, located next to the Adaptive Remedial Physical Education program, where students can be screened and tested for

evidence of physical fitness and factors that increase the risk of heart disease. Following testing, a program of physical exercise is tailored to the unique needs of each student. Maintained in this center is some of the exercise equipment utilized by the Adaptive Remedial Physical Education enrollees.

SUMMARY

The De Anza model has a proven track record in terms of serving over 2000 students annually. Much of the success of the program is a result of its high campus and community visibility. These positive factors have been directly impacted by consistant planning on the part of all staff, an income formula that is flexible and provides for self-sufficiency, classes and services adapted to meeting individual student needs and an organizational and programmatic structure that is rich in its diversity.

DEC 30 1981

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024